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ABSTRACT

This paper reports the results of a 1975 survey of 169 female journalism instructors in community colleges, conducted for the purpose of developing a demographic profile and to gather information about professional journalism and teaching experience relative to salary and other job-related topics. Of those surveyed, 54 usable responses were obtained. Among the findings were: the average salary was $12,393 for a 9 to 10 month year; 47 respondents were employed full-time; 22 held M. A.'s in journalism or communications, 25 held M. A.'s in other fields, 1 held a Ph.D., and 6 had B. A.'s; 53% had no professional journalism experience; teaching and journalism experience tended to balance out, leading to little salary differential for women in these two categories; 94% were publications advisors, with 47% of the full-timers receiving released time to work on student publications; 60% felt their salaries to be equal to that of males with similar training and experience; 98% said women were considered for vacant jobs in their department; 85% or more reported no role conflicts in terms of classwork, studies or social situations; and 45% felt they had to put forth more effort than their male counterparts and that they had experienced some type of discrimination. The survey instrument is appended. (JDS)

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PROFILE OF THE WOMAN-JOURNALISM TEACHER IN THE TWO-YEAR COLLEGE

by

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Paper presented to the Ad Hoc Committee on the Status of Women in Journalism Education, Association for Education in Journalism, Ottawa,Canada, August 18, 1975

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INTRODUCTION

Who is the woman who teaches journalism in the two-year college? What is her background--both educationally and professionally? How does she perceive her job--relating to such things as workload, salary, and opportunity for promotion?

Answers to these questions and others were sought in an attempt to draw a profile of the woman who teaches journalism in the two-year college in the United States.

This study is related in purpose to a survey done in 1974 concerning women who teach journalism in four-year colleges and universities. Both studies were a result of requests from the Association for Education in Journalism's Ad Hoc Committee on the status of women in journalism.

Related Study

Journalism and Student Publications in American Junior Colleges, a directory consisting largely of tabulated data, lists colleges, teachers--identified by name, education and media experience, and scope of assignment in the junior or community college. Written by Dr. Frank Deaver of the University of Alabama School of Communication, the directory is the only extensive source of information concerning two-year college journalism teachers and programs.

Methodology

Women journalism teachers listed in the 1974 revised edition of Journalism and Student Publications in American Junior Colleges received surveys. This directory includes 1,136 two-year colleges listed in the Directory of the American Association of Community and Junior Colleges. Based primarily on research conducted in 1972, the Journalism and Student Publications directory contains information gathered from a survey with a response of 87 per cent.

A search through this directory produced names of 169 women who teach journalism. Forty-nine other names were identified as possible persons to receive the survey, but were difficult to categorize according to sex and were not included in the study. Forty had first names abbreviated by initials, and nine could be names of males or females. Additionally, women who were listed solely as publications' advisers, were not included in the survey. It was felt that, generally speaking, persons teaching journalism--most of whom are also publication advisers--would be more deeply involved in journalism education, and as a result, would give answers with more depth, compared with women whose sole journalism involvement at their college is as publication adviser.

A cover letter on University of Kentucky-Jefferson Community College stationery was sent with the survey. The cover letter explained that the survey was an attempt

to profile the two-year college journalism teacher. It also explained the survey was similar to a survey sent in 1974 to women who teach journalism in four-year colleges and universities. Both surveys, the cover letter indicated, had been sent at the request of the Association for Education in Journalism and the Community College Journalism Association.

Of the 169 surveys mailed in April 1975, 64 were returned, making a response rate of 39 per cent. Ten of the 64 respondents were discarded from the sample for various reasons: Four schools presently do not offer journalism classes; one school does not have a woman journalism teacher; one school is closed; two respondents are newspaper advisers and not journalism teachers; one respondent has changed from teaching journalism to full-time public relations for her college, and one teacher is on sabbatical leave.

Responses concerning graduate education were placed in one of two categories: women who hold advanced degrees in journalism or communications, and women who hold M.A.'s and Ph.D.'s in other fields. These categories were established in an effort to discover if the respondents perceived graduate school differently. It was also felt the separate categories could help focus on graduate education in journalism and communication. Responses to all questions--excluding those [illegible] to graduate education--were coded in one category.

In addition, questions concerning discrimination--whether the woman has ever experienced discrimination, whether she perceives herself as having had to work harder in graduate

school, whether she feels she has to work harder on her job for respect, whether she feels she has an equal chance for promotion, whether she has been subjected to sexual slurs or patronizing remarks by male persons at her college, and whether she feels she has ever had a problem relating to other women because of her sex--were cross-tabulated in an effort to discern a relationship among them. In addition, whether she has ever experienced role conflict in her job was cross-tabulated with whether she is married or single. The major purpose of the study, however, was designed to draw a descriptive profile.

Results

The results first include a demographic profile, followed by information about media and teaching experience related to salary. Other job-related topics follow: whether the woman receives extra pay and/or released time for advising a student publication, whether she feels her salary is equal to men of similar qualifications, whether she has ever had trouble with nepotism, whether she feels women candidates are considered for teaching vacancies at her school, and whether she feels women carry heavier teaching loads than men with similar training and rank. Graduate education, discrimination, and role conflict are among the last topics to be discussed.

Finally, the present study attempts to determine what the two-year college teacher feels AEJ and CCJA should primarily

be concerned about in regard to sex discrimination?

Profile

Of the 54 women whose responses were used in this study, an "average" woman earns $12,392 for a nine-to-ten month year, teaches six hours of journalism classes along with teaching other classes each semester during a two-semester year, has eight years of teaching experience, and has five years of media experience. Other characteristics include:

* Forty-seven of the 54 women are employed full time by their colleges, most performing a variety of jobs--as teachers of journalism, as teachers of other subjects, as publication advisers. A small number are public relations directors.
* Seven of the 54 women are employed part-time as teachers of journalism and as publication advisers.
* Thirty of the 54 women do not plan to teach in a four-year college or university, 21 are not sure, and one does plan to teach in a four-year college or university. Two of the women have taught at a university.
* Twenty-two of the 54 women hold M.A. degrees in journalism or communication, 25 hold M.A.'s in other fields, and one holds a Ph.D. Six hold B.A. degrees. (Four of those have B.A. degrees in journalism.)

Media and Teaching Experience Related to Salaries

Of the 22 women holding M.A. degrees in journalism or communication, 91 per cent (20) have experience in the media, averaging 6.1 years, and nine per cent (2) have no media experience. Of the 32 women holding advanced degrees in other fields and B.A. degrees, the average media experience is 4.2 years. Fifty-three per cent (17) of the total have no media experience. Of the remaining 47 per cent (15), 16 per cent (5) appear to have extensive media experience, ranging from 14 to 36 years. The other 31 per cent (10) have media experience ranging from one to nine years. When it was coded separately, the women who hold B.A. degrees have an average of 8.5 years of media experience, three women having experience ranging from nine to 22 years. Two of the other women have media experience of one to two years. One woman with a B.A. has no experience in the media.

Apparently, the number of years of media and college teaching experience are the major factors in influencing salary. It can be noted in Tables I and II (located at the end of paper) women at the top of the salary scale (from $15,000-$20,000) have numerous years of teaching experience and many have numerous years of media experience. It can also be noted on the tables that women at the top of the scale with an M.A. in journalism or communication tend to have more experience in

the media and less experience in teaching, compared with women who have M.A.'s in other fields but who are also at the top of the scale. From all of the salaries shown on both tables, it appears the two areas of experience--teaching and media--tend to balance out, leading to little difference in salaries for women in the two categories.

Other Job-Related Topics

Of the 54 women included in the survey, 94 per cent (51) are publication advisers. (All but one--a magazine adviser--are newspaper advisers.) Forty-four of the 51 women are employed full time by their colleges. Of those 44 women, 41 per cent (18) get released time to work on student publications. Of those advisers holding M.A. degrees in journalism or communication who are employed full time, 47 per cent (9 of 19) receive some released time for student publications. Those women advisers employed full time and not holding M.A.'s in the media field receive slightly less released time, nine of 25 receiving 36 per cent.

Released time for both categories of women ranges from two class hours a semester to 50 per cent of the teacher's class hours. It should be added that responses relating to released time were difficult to interpret. The difficulty was particularly evident with advisers who indicated newspaper practicum as a subject taught, but indicated they received no released time.

Few women advisers receive extra pay for advising student publications. Only one woman with an M.A. in journalism or communication indicated "yes," with her additional pay being $950 a semester. She also indicated she received no released time. Three advisers without M.A.'s in media-related fields indicated they receive extra pay for their publication work: $1,500, $1,000, and $180. All of these advisers said they did not get released time.

Of the seven women employed part-time, all are newspaper advisers. One indicated she is released from a two-hour class for her publication work, and two indicated they receive extra pay for advising, one receiving $2,600 and the other $800 for two semesters.

Other responses concerning job-related questions will be discussed briefly:

* Sixty per cent (37) of the women responding to the question (54) said they feel their salary is equal to that of the male staff members with similar training and experience. Seventeen per cent (9) said "no" and 15 per cent said "don't know."

* Ninety per cent (46) said they feel they have not had trouble with formal or informal nepotism rules in their present job, and ten per cent (5) said they feel that they have. Two strikingly different comments were:

"No, but I fail to see how this is applied to discrimination against women--if my husband wanted to teach at my college, he could (provided there were an opening in his field). However, we both feel that such is not a 'healthy situation'--not only for us, but for others."

"No, but if I married the dean or any other administrator, I would. Their wives can't work here."

* Ninety-eight per cent (49) said when job vacancies arise in their department, women candidates are considered for the job. Fifty women responded to the question.

Comments:

"Yes, but I feel preference would be given to a man."

"Yes, only because the president likes his women--admirers, adolation never adultery--he's too scared."

"We use part-timers. Unfortunately, how a female is built probably influences the administration's decision as much as anything."

"Yes, why not? Women work harder and they'll take less money."

Ninety per cent (43) of the women who responded (47) indicated they did not feel women in their department or division carry heavier teaching loads than men with similar training and rank. Ten per cent (5) indicated "yes" to the questions.

Graduate Education

Regarding graduate education, 83 per cent (39) of the 47 respondents in both categories--the M. A. in journalism or communication, and the M. A. in other fields-- said they had not found a woman faculty member to model after or relate to in graduate school. Seventeen per cent (8) of combined categories said "yes," while only five per cent (1) of the M. A.'s in journalism-communications category answered "yes." The one "yes" respondent added this comment:

> "The woman who taught broadcasting was very dynamic. She also was at that time (1971) the only woman full professor at the University of Florida."

A few of those writing "no" in the M. A. journalism-communication category added comments:

> "No, had all men in J-school as teachers at Marquette, Iowa, and Northern Illinois University. A bummer."

> "There were no women professors teaching graduate courses at Alabama. There was only one woman professor in undergraduate school."

> "There was one on the staff--but not one I would like to imitate."

Other responses to questions on the survey dealing with graduate education--when coded in the two categories and compared--resulted in closely similar percentage total responses. Therefore, both categories have been combined for remaining graduate education questions.

Fifty-two per cent (24) of the women who hold M.A. degrees feel they did have to "do more" to earn the respect of their professors, while 48 per cent (23) feel they did not.

This question was interpreted to mean in graduate education--and present and past jobs--as these comments indicate:

> "Under a prior administration, such conditions existed, but since his release, we have less of this pressure."
>
> "When I began graduate school, a couple of male professors expressed surprise that I did so well and sometimes were surprised that I did better than male students. But by the second semester, they were no longer surprised."
>
> "I suppose I had to get better grades than the males for them to recognize my intelligence."

A question concerning role conflicts (women in social norm sense vs professional) in such situations as classwork, research studies or special projects, and social gatherings yielded these results: classwork, yes-15 per cent (7), no-85 per cent (39), NA-2; research, studies, and special projects, yes-10 per cent (4), no-90 per cent (36), NA-8; and social gatherings, yes-15 per cent (6), no-85 per cent (85) and NA-7.

Also, the women were asked whether their parents and/or their spouse had encouraged their pursuit of graduate school. Eighty-one per cent (38) of the women answered "yes," 13 per cent (6) answered "no," and six per cent (3) gave "mixed" answers. The "mixed" responses were: Two said "yes-spouse; no-parents," and one said,"yes-parents;no-spouse."

These comments were made:

> "My husband favored it. He already had his degrees, and felt that I would enjoy having them too. Particularly, since I was considered college material and graduated magna cum laude and was offered scholarship help."
>
> "Yes, much encouragement. My children were young when I was pursuing my degree. Since we lived 90 miles from the University, this required that my husband take charge at home. He did and my parents also helped, although they lived 135 miles in the opposite direction."
>
> "My husband did, strangely enough. But he is now almost completely through his Ph.D, so he is still 'better educated' than I am, he believes."
>
> "My father felt an M.A. for a woman was a waste of money and time."

Ninety per cent (43) of the women who answered this question (48) responded "no": Were you ever discouraged from pursuing your graduate studies by a professor, faculty adviser, or counselor at any point in your educational process because of your sex? Ten per cent (5) responded "yes" to the question.

A few of the comments were:

> "Yes, vague sense by Grad school dean at Iowa when he steered me toward women's news."
>
> "Yes, the hints were subtle, but it was made clearer to me by the faculty adviser, (a true chauvinist in the clearest sense of the word), that women had a more difficult time obtaining jobs in the field, other than women's pages and church news. I feel he thought my chance was better in education."

Cross-Tabulations: Discrimination and Role Conflict

Of the six questions which were cross-tabulated with discrimination (whether the woman has personally experienced discrimination), four questions yielded results worthy of mentioning. Two questions concerning discrimination--whether the woman feels she has to put forth more effort than her male counterparts to earn respect of faculty members and administrators, and whether she has experienced discrimination--both yielded 45 per cent (24) "yes" responses and 55 per cent (28) "no" responses.

The cross-tabulation of these two questions indicated 30 per cent (12) feel they have experienced discrimination and also feel they have to put forth more effort than their male counterparts for respect. Fifteen per cent (6) who feel they have experienced discrimination, however, did not feel they have to put forth more effort for respect. In other words, 66 per cent (12 out of 18) of the women who said they experienced discrimination also feel they have to do more.

Some comments about putting forth more effort were:

"No, we all work hard--sex does not enter here as long as I am competent."

"Yes, but when will the respect ever surface. We have hopelessly chauvanistic personnel around here. Some feel I should quit until my kids are in college..."

"Competent people are competent. Sex isn't a factor. If a woman takes herself seriously, other people will too."

"Yes, have to show you're really interested in career and not using teaching as a stop-gap."

"Yes, as a woman I'm conscious of a double bind: the need to prove myself as competent as a man by excessively high standards, compared to men's, and the fear of appearing too aggressive or threatening because of my competence."

Some comments about personally experienced discrimination were:

"When I was applying for jobs in late 1970, I was told in two instances they didn't want to hire a woman."

"No--I was the first woman state editor, wire editor, and second city editor on the paper where I worked. I feel that women will be recognized for their merit and/or abilities, etc. If they simply do the work assigned them, and do it to the best of their ability--this same test applied to males as well."

"Everyday on the paper as a reporter, I spent every afternoon on dog watch, while the all-male staff played golf. The editor said,"What difference does it make? You don't have any man to go home to work for."

"Yes, as the only female administrator, I resent being expected to serve as secretary for every committee."

"Just look at my salary! We have three teachers at _____ who are lecturing more than full loads on part-time contracts. All are women."

Responses dealing with whether women who have personally experienced discrimination were cross-tabulated with responses dealing with whether the women have ever had a problem working with another woman because of sex. Of the 17 women who perceived they have been discriminated against, 41 per cent (9) has had problems dealing with women. Of those women not having experienced discrimination, only 13 per cent (2) has had these problems.

Of the total responses of all women(51), 22 per cent (12) indicated that they had had a problem and 78 per cent (42) indicated they had not.

Some comments:

"Secretaries--both in education and the media. Hard for them to believe a woman--especially a young woman--could be "boss."

"Yes, I don't like to "ego trip." I treat all equally to the best of my ability. But it's a great shock to me when they treat me differently."

"Yes, women often find it difficult to accept other women in administrative roles. Often they try to down play your job, like calling me 'publicity gal' instead of PR director."

"In business,I had very poor working relationships with my secretary--later with an editor I hired. It was before I had my consciousness raised."

"Women secretaries consider all women 'one of the gang' and all men bosses."

Cross-tabulating responses indicating whether women have personally experienced discrimination with responses indicating whether women feel they have had an equal chance for promotion, yielded these results: ninety per cent(20) of the women who have not personally experienced discrimination feel they have an equal chance for promotion; nine per cent (2) feel they do not have a chance for promotion. Of the 18 women who indicated they have experienced discrimination, 50 per cent (9) feel they do not. Of the 48 women responding to the question, 75 per cent (36) feel they do have an equal chance for promotion, whereas 25 per cent (52) feel they do not.

Comments:

"Depends on the job--in teaching,yes--in administration, no."

"Academic--yes, not administration."

"Yes, at our college, three division directors out of four are female."

"I always have had the feeling that had there been a man qualified at the time I applied, he would have gotten the job rather than my getting the job."

"My photography teacher is already serving in an administrative capacity. I have more media and teaching experience than he."

"No.. the major discriminatory problem here is not with salaries, but with women's chances for promotion. Historically, women have had little chance to participate in the decision-making process here; our efforts to change this have so far met only with tokenism."

The cross-tabulations between role conflict and the marital status of the women yielded what would be expected: Married women responding to the survey feel they have experienced role conflict more than the single woman. Of those indicating they have considered giving up their career because of role conflict, 22 per cent (11) are married and four per cent (2) are single. Seventy-four per cent (37)- both married and single-indicate no role conflict. Motherhood appears to be one of the major factors in role conflicts--as these responses indicate:

"Yes, motherhood role must suffer because of career. The knowledge is a source of guilt."

"Yes, just before the birth of my first child, I considered giving up my career and decided there was no conflict. My child has many advantages (exposure to others discipline, outside interests) because I work. Fortunately, my work allows me free time. If these were not true,I might still feel a conflict, as for a male-female conflict, I feel more determined to compete with special privileges and disadvantages."

"Yes, hundreds and hundreds of times. Especially when I was younger and having babies. Even until recently, it's been hard to change hats from college instructor to mother, wife,scout leaders,neighbors,etc. But it's worth the struggle because of my self confidence and self respect derived from being a professional."

"At times it has been difficult. However, when children were young, I did not work. I returned to work only after both were school age. Does that constitute a yes?"

"No, the only 'role conflict' I have experienced is that as a wife and mother--I consider those jobs having higher priority. The children are now grown and on their own, and my husband seems to enjoy having a 'career wife.' If I ever considered 'giving up,' I would simply choose that which I value the highest: in my personal case, I would give up my career."

Perceived Areas of Discrimination
In Journalism Higher Education

Appointment to leadership positions and departmental decision-making are the two areas that more women in the sample indicate they feel are areas of discrimination in journalism higher education than in any other. Twenty-four of the 50 women making responses identify appointment to leadership positions as an area of discrimination, and 17 of the 50 women feel departmental decision-making is a problem. Other areas listed in order of frequency of response: salary, 15; promotion in rank, 8; committee assignment, 7; travel opportunities, 4; and tenure, 2. Hiring and workload were mentioned once in the "other" category. It should be noted, however, that 24 per cent (12) answered "no problem" to the question. Also, 32 per cent (16) gave no answer.

Areas that the women feel AEJ-CCJA should be primarily concerned about are reflected in these comments:

"Jobs on equal basis for competent women."

"Increase hiring women teachers in major colleges."

"Hiring, showing preference for male teachers."

"Appointment to leadership positions."

"Aiming for more department head who are women."

"Equal opportunities to be accepted in graduate school and equal chance at teaching assistantships, fellowships and research projects."

TABLE I

M.A. IN JOURNALISM OR COMMUNICATIONS

No.	M.A. Jour.	M.A. Comm.	A.B. Jour.	A.B. Other	Media		College		High School & Other	Salary	Age
					Full Time	Part Time	Full Time	Part Time			
1	'64			'63 Eng.	20 yrs.		11 yrs.			20,000	1915
2		'51	'47		8 yrs.		10 yrs.		5 yrs.	18,500	1925
3	'65			'47 Eng.	6 yrs.		4 yrs.		28 yrs.	16,824	1920
4	'55			'53 Eng.	6 yrs.	17 yrs.	14 yrs.			16,000	1931
5		'66		'41 Eng.	2 yrs.	8 yrs.	7 yrs.		5 yrs.	16,000	1920
6		'72	'45		26 yrs.		1 yr.	2 yrs.		15,312	1919
7		'73	'67		6 yrs.	14 yrs.	4 yrs.		3 yrs.	15,000	1931
8	'72		'62		8 yrs.		5 yrs.			14,212	1939
9	'66		'61		10 yrs.		6 yrs.		2 yrs.	14,000	1939
10	'67			'39 Bus.			7 yrs.		18 yrs.	13,000	1916
11	'73		'58		2 yrs.	1 yr.	7 yrs.		2 yrs.	13,250	1936
12	'72		'68		4 yrs.		3 yrs.			12,000	1946
13	'70		'65		3 yrs.		7 yrs.			11,500	NA
14	'68			'65 Eng.		4 yrs.	7 yrs.		2 yrs.	10,799	1943

TABLE I

M.A. IN JOURNALISM OR COMMUNICATIONS (continued)

No.	M.A. Jour.	M.A. Comm.	A.B. Jour.	A.B. Other	Media		College		High School & Other	Salary	Age
					Full Time	Part Time	Full Time	Part Time			
15	'72		'70		2 yrs.		3 yrs.			10,035	1948
16	'70			'62 Eng.	2 yrs.	10 yrs.	3 yrs.		7 yrs.	9,600	1940
17	'73		'67		1 yr.	2 yrs.			3 yrs.	9,400	1946
18		'70	'68		2 yrs.		4 yrs.			NA	1946
19	'71		'70		3 yrs.		3 yrs.			8,294	1948
20	'75		'72		4 yrs.		2 yrs.			7,500	1949
21		'67		'66	3 yrs.	1 yr.	7 yrs.			6,654	1944
22	'74		'69		4 yrs.	1 yr.	3 yrs.		3 yrs.	*8,600	NA

*Part-time Teachers

TABLE II

M.A. & B.A. IN OTHER FIELDS

No.	M.A.	B.A.	Media		College		High School & Other	Salary	Age
			Full Time	Part Time	Full Time	Part Time			
1		'40	17 yrs.	8 yrs.	13 yrs.			20,000	1917
2	'54 Eng.				18 yrs.			18,750	NA
3	'63 Eng.	'49 Eng.			13 yrs.		6 yrs. Journ.	16,792	1928
4		'40 Ph.B	1 yr.	3 yrs.	16 yrs.		2 yrs. Eng. 10 yrs. Journ.	16,700	1918
5	'65 Eng.	'64 Eng.			10 yrs.			16,000	1933
6	'65 Eng.	'64 Eng. & Journ.	1 yr.	4 yrs.	10 yrs.			16,000	1942
7	'36 M.A. '38 Ph.D.	'35	33 yrs. P.R. for college		37 yrs.			15,000	1912
8	'61 Eng.	'53 Eng.	3 yrs.		7 yrs.		7 yrs. Journ. & Eng.	15,000	NA
9	'67 Eng.	'47 Eng.		5 yrs.	8 yrs.		19 yrs.	16,000	1927
10	'66 Eng.	'64 Eng.			7 yrs.		4 yrs. Journ. & Eng.	14,000	NA

TABLE II

M.A. & B.A. IN OTHER FIELDS (continued)

No.	M.A.	B.A.	Media		College		High School & Other	Salary	Age
			Full Time	Part Time	Full Time	Part Time			
11	'70 Eng.	'52 Eng.	1 yr.		4 yrs.		11 yrs. 2-Journ.	12,100	1931
12	'65 Eng.	'61 Eng.		1 yr.	8 yrs.		2 yrs. 7-Journ.	11,565	1928
13	'68	'47			8 yrs.			11,500	1925
14	'67 Eng.				8 yrs.		2 yrs. Eng.	11,300	1943
15	'57				6 yrs.		11 yrs. Journ.	11,255	1917
16	'71	'52 Journ.	6 yrs.	4 yrs.	11 yrs.			11,137	1929
17	'68 Eng.	'67 Eng.			4 yrs.	2 yrs.		10,000	1945
18	'72 Eng.	'68 Eng.	4 yrs.	3 yrs.	3 yrs.		1 yr. Journ. & Eng.	10,000	1947
19	'65 Eng.	'62 Eng.			12 yrs.			10,000	1940
20	'71 Eng.	'68 Eng.			6 yrs.			9,500	1946
21		'73 P.R.		4 yrs.	2 yrs.			9,370	1951
22	'70 Eng.	'49 ADV.		15 yrs.	15 yrs.			9,200	1928
23	'70 Hist.	'68 Hist.		5 yrs.	5 yrs.	1 yr.		8,600	1933

TABLE II

M.A. & B. A. IN OTHER FIELDS (continued)

No.	M.A.	B.A.	Media		College		High School & Other	Salary	Age
			Full Time	Part Time	Full Time	Part Time			
24		'69 Journ. & Educa.	22 yrs.		4 yrs.		1 yr.	NA	1922
25	'61 Eng. & Journ.	'58	4 yrs. + 12-P.R. for college	2 yrs.	36 yrs.			NA	1916
26	'65 Eng.	'42 Eng. & Journ.		1 yr.	8 yrs.		6 yrs. Eng. & Journ.	NA	1920
27	'71	'44 Span.	14 yrs.		2 yrs.			* 5,400	1921
28	'73 Educa.	'46 Journ.	3 yrs.			3 yrs.	1 yr.	* 4,500	1925
29	'68 Eng. & Educa.	'61 Journ.	2 yrs.		6 yrs.		4 yrs. Eng. & Journ.	7,000	1920
30	'68 Eng.	'65 Eng. & Journ.			4 yrs.		2 yrs.	NA	1942
31		'71 Journ.	2 yrs.	1 yr.		2 yrs.		* 3,600	1950
32		'58	9 yrs	6 yr.		3 yrs.		NA	1937

*Part-time Teachers

WOMEN IN JOURNALISM EDUCATION
AT THE JUNIOR OR COMMUNITY COLLEGE

Background Information:

1. Where do you teach? _____ _____ _____
college city state

2. Academic Background:

College or University	Degree	Major Area	Years from/to

3. Are you a candidate for a degree? _____ yes _____ no If so, please check the appropriate place _____ Masters _____ Ph.D. What field? _____ How many course hours do you lack before your degree is completed? _____ If you are not enrolled in an advanced degree program, do you plan to do so? _____ yes _____ no If so, what degree? _____ In what field? _____

4. Summary of professional journalism experience (excluding teaching).

Type of Work	Title of Position	Years from/to

5. Birthdate _____ Marital Status: _____ Married _____ Divorced _____ Widowed _____ Single Number of Children? _____

6. Teaching (including non-journalism) experience, college level only.

Department	Rank	Years from/to

7. Teaching experience, level other than college.

Level (Elementary, H. S. Etc.)	Subject Area	Years from/to

8. Current Rank

		1974-75 Salary on 9- or 10-Month Basis
_____	Instructor	_____
_____	Assistant Professor	_____
_____	Associate Professor	_____
_____	Professor	_____
_____	Other	_____

9. Number of combined hours taught for fall and spring semesters. ____

Number of journalism hours taught both semesters. _____

What journalism or communications classes do you teach? _____

_____

Are you teaching ____ full time or ____ part time?

If you are adviser to the student newspaper, please note release time allotted from your classes. _____

If you are adviser to the student newspaper, do you receive extra money for being adviser? _____ yes ____ no If yes, please indicate how much. _____

If you serve as P. R. director or some other function, please indicate.

_____

10. Would you cite any publications you have, including those submitted for publication. Also cite papers presented at professional meetings.

Title of Publication	Name of Publisher or Periodical	Date of Publication

Title of Submitted Publication	Publisher of Periodical Submitted to
_____	_____
_____	_____
_____	_____

11. Cases of discrimination are difficult to document. However, we would like your objective observations about discrimination where, when, and IF it exists in journalism education in order to try to make recommendations to the Association for Education in Journalism and the Community College Journalism Association.

Are you aware of any instances in which a woman (including yourself) applying for admission to a graduate program in communication was turned down because of her sex?
____ yes ____ no ___Ph. D. level ____ Master's level Explain:

_____

_____

_____

_____

12. Do you know of any instances in which a woman (including yourself) did not receive a fellowship or assistantship because of her sex?
_____ yes ____ no Example: (Please cite type of financial support if possible.)

_____

_____

_____

13. Can you or did you find a woman faculty member to model after or relate to during your graduate program? ____ yes ____ no

Example: _____

_____

_____

14. During your graduate program, have you been or were you ever bothered by role conflicts (women in a social norm sense vs. professional) in such situations as:

Class work: _____yes ___no Example: _____

_____

_____

Research studies or special projects: ____ yes ____ no Example:

_____

_____

_____

Social gatherings: ____ yes ____ no Example: _____

_____

_____

_____

Other: _____

_____

_____

15. Were you ever discouraged from pursuing your graduate studies by a professor, faculty advisor, or counselor at any point in your educational process because of your sex? ____ yes ____ no Example:

_____

_____

_____

16. Did your parents and/or your spouse encourage your pursuit of graduate school? ____ yes ____ no Example: _____

_____

_____

_____

17. Do you think you have to or had to "do more" to earn the respect of your professors and male counterparts? ____ yes ____ no

Example: _____

_____

_____

18. If you feel there is a problem of sex discrimination in journalism education in institutions of higher education, in which areas do you think it occurs (check appropriate blanks) :

_____ Salary ____ Departmental decision-making _____ Tenure

_____ Promotion in rank _____ Committee assignments _____ Travel opportunities _____ Appointment to leadership positions (such as deans, directors, chairman) _____ Other (explain) _____

_____

_____ No problem of sex discrimination

19. Have you personally experienced discrimination? If so, please explain. _____

_____

_____

20. Which area or areas of discrimination do you think AEJ and CCJA should be primarily concerned about? _____

_____

20. Have you ever had any trouble with either formal or informal nepotism rules in your present job? ____ yes ____ no Example:_____

_____

_____

21. Is your salary equal to that of male staff members with similar training and experience? _____ yes _____ no _____ don't know

Example: _____

_____

_____

22. Is the salary scale public information at your school? ____ yes

____ no

23. Are teachers at your college on a union contract? _____ yes _____ no If yes, do you know of discrimination against women? Explain:

_____

24. Are most of the women faculty members in your department clustered in lower academic ranks: ____ yes ____ no

Example: (Cite figures if possible)

Full time			Part time		
Men	Women		Men	Women	
_____	_____	Instructors	_____	_____	Instructors
_____	_____	Lecturers	_____	_____	Lecturers
_____	_____	Ass't profs.	_____	_____	Ass't profs.
_____	_____	Assoc. profs.	_____	_____	Assoc. profs.
_____	_____	Full profs.	_____	_____	Full profs.

25. Do the women faculty members in your department or division carry heavier teaching loads than men with similar training and rank?

_____ yes _____ no Example: _____

26. Do you think that you have an equal chance for promotion as your male colleaques with similar qualifications ____ yes ____ no

Example: (please cite length of time between promotions and levels of ranks promoted from and to) :

27. Did you ever consider "giving up" your career because of role conflict? _____ yes _____ no Example: _____

28. Have you ever had a problem working with or relating to other women (including secretaries) because of your sex? ____ yes ____ no Example _____

_____

_____

29. During your job as college instructor have you ever been subjected to sexual slurs or patronizing remarks by male instructors, adminstrators, and/or students? If so, please explain. _____

_____

_____

_____

30. Do you think that you have to put forth more effort than your male counterparts to earn the respect of faculty members and administrators? ____ yes ____ no Example: _____

_____

_____

31. When job vacancies arise in your department, are women candidates considered for the position? ____ yes ____ no Example: _____

_____

_____

_____

32. What do you think the major purpose of journalism education is at the community college level? _____ Preparation for a job in the local media ____ Preparation for further education ____ Preparation for teaching journalism

33. Do you plan to teach in a 4-year college or university? ____ yes ____ no ____ not sure Please explain: _____

_____

34. If you are not in an advanced degree program, do you plan to enroll? ____ yes ____ no If so, what degree? _____ In what field? _____

35. Are you affiliated with any women's movement organization? ____ yes ____ no (Please list groups) _____

_____

36. Are you a member of the Association for Education in Journalism? ____ yes ____ no Are you a member of the Community College Journalism Association? ____ yes ____ no

37. Would you be interested in receiving information about joining
AEJ ____ yes ____ no
CCJA ____ yes ____ no

Thank you!! Please return to: Ms. Mary Anne Wood
Jefferson Community College
P. O. Box 1036
Louisville, Ky. 40201

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 29 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES